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ABSTRACT

This in-depth study of the teacher education center movement in Maryland begins with a discussion of the need for change and the forces and circumstances which contributed to that change. It also describes in considerable detail the program which resulted in the teacher education centers of Maryland, outlines the structure of a typical teacher education center, and identifies some of the major problems encountered with some possible pitfalls which might be avoided. A final section describes the role of the State Department of Education in its leadership function for the improvement of teacher education programs in the state, traces the developments which made such a role possible, and outlines plans for the future. A breakdown of costs for a proposed 5-year state-sponsored student teaching program is included. (RT)

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# TOWARD A PARTNERSHIP IN TEACHER EDUCATION

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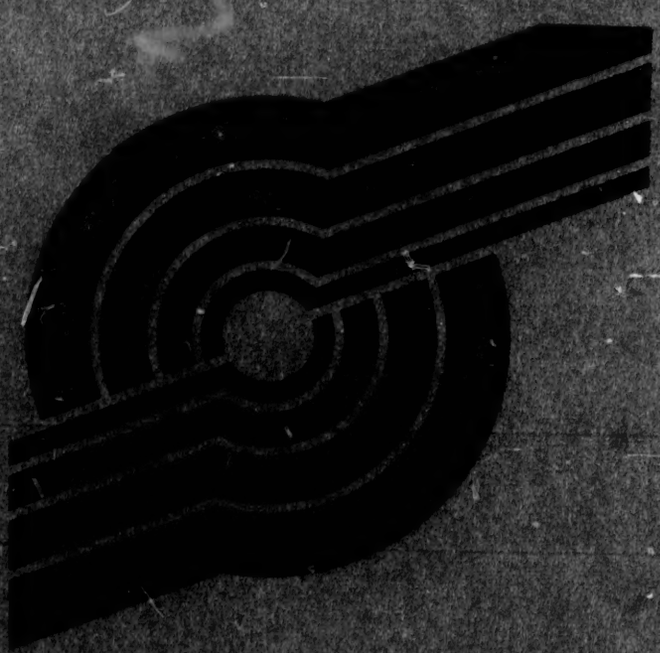

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## INTRODUCTION

The past four years have witnessed a dramatic change in the professional laboratory experience aspects of teacher education in Maryland. Through the cooperative efforts of public schools, colleges and the State Department of Education the teacher education center has produced a significant impact on the teacher education programs of the State. The expansion of the program from one elementary center, involving one school system, one college, and the State Department to the inclusion of 50 public schools, seven colleges, and seven school systems is one measure of the esteem in which this approach is held in this State.

The true measure of the program's effectiveness relates to the quality of teachers it produces and its ability to overcome many of the difficulties experienced in a traditional type student teaching program.

This publication is the first to attempt an in-depth study of the teacher education center movement. The report identifies the needs for a change and the forces and circumstances which contributed to that change. Also, it describes in considerable detail the program which resulted in the teacher education centers of Maryland and identifies some of the major problems encountered, with some possible pitfalls which might be avoided. Of special significance for State Departments of Education is the section which describes the role of the state education agency in its leadership function for the improvement of teacher education programs in the State.

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CONTENTS


| Section | | Page |
|---|---|---|
| 1. | THE NEED FOR A CHANGE | 1 |
| 2. | FORCES CONTRIBUTING TO A CHANGE | 4 |
| 3. | A TEACHER EDUCATION CENTER PROGRAM | 11 |
| 4. | THE PROBLEMS AND CHALLENGES OF A TEACHER EDUCATION CENTER | 20 |
| 5. | ROLE OF THE STATE DEPARTMENT OF EDUCATION | 22 |
| 6. | FUTURE PLANS AND EXPECTATIONS | 25 |
| APPENDIX: | PROPOSED STATE-SPONSORED STUDENT TEACHING PROGRAM SUMMARY | 28 |
| APPRECIATION | | 29 |

Section One

# THE NEED FOR A CHANGE

In recent years it has become apparent that a new structure in teacher education would be needed if the needs of Maryland teacher education students were to be adequately met. As a result, a number of forces have been set in motion to bring about the improvement of professional laboratory experiences in the teacher training program.

## Growing Number of Teacher Education Students

Being a relatively small State, Maryland has a small number of school systems in which students enrolled in teacher education programs can fulfill their professional laboratory experience requirements. In any teacher training program, it is important that quality professional laboratory experiences be provided. As the number of teacher education students in the colleges and universities increases, an additional responsibility is placed upon educators--that of providing quality experiences in the public schools.

The situation in Maryland can be perceived from an examination of a few facts. The number of teacher education graduates from Maryland's institutions of higher learning has approximately doubled since 1963 and this number appears to be growing. However, Maryland is actually an importer of teachers; only about one-third the number needed by the public schools each fall are produced in the state. If Maryland were to move toward a situation that would produce a larger proportion of the new fall appointments employed by the public schools, the increase of teacher education students in the last seven years would accelerate.

## Limited Number of Quality Student Teaching Stations

In some localities in the State, the number of student teaching positions is already in short supply. In 1965, a Maryland educator indicated that one of the largest school systems in the State had come to the limit of its ability to provide quality student teaching positions under the present arrangement. Of course, it would be possible to provide additional spaces for student teachers, but, according to this educator, teacher educators must recognize that the quality in the programs would be less than desired. Therefore, a need became apparent that to meet this situation, new programs would have to be designed to meet the increase in the number of student teaching situations.

## Need to Prepare Supervising Teachers

Concomitant with this situation is the need to design programs to prepare public school teachers for effective participation in teacher education. Most public school teachers who assume the role of supervising teacher, or serve in some other capacity in teacher education, are not selected for this role because of past preparation and competence in teacher education or professional laboratory experience programs. Rather, these teachers are recognized by the public schools as being, in many instances, excellent teachers of children.

It has become obvious that those people who are excellent teachers of boys and girls may not necessarily be as effective with students in teacher education programs. A need to build a program designed to develop and improve the skills of supervising teachers has become apparent to all who work with these programs

## Need to Involve College and University Personnel in Public School Programs

Certain needs concerning the role of higher education personnel in professional laboratory experience programs required the attention of Maryland educators. Most college and university faculty members who supervise student teachers carry heavy loads that may limit visitation with student teachers to several times during the term. Therefore, educators felt a need to find a new avenue for providing more continuous supervision of the student teaching period than was possible under the commonly accepted student teaching arrangement.

Students in teacher education programs sometimes accuse faculty members of having been "too long in the ivory tower." Students are interested in working with college and university faculty members who have recent experiences with children and can relate their program to the real world of learning in the public schools.

When a person has been on a faculty in an institution of higher learning for many years, he may have had little recent opportunity to become actively involved in programs for children. Faculty members themselves recognize the need for relevance in education courses that they offer and are anxious to find opportunities for involvement with the public schools, children and youth.

## Need for Improved Supervisory Service

Many college and university faculty members who supervise student teachers are required to travel great distances in their supervisory function. Under the traditional structure, if some supervisors of student teaching were prepared to do that which consumes most of their time they would prepare to be chauffeurs, for they spend most of their time driving automobiles from one situation to another. This is obviously a waste of professional talent.

Programs of professional laboratory experiences must be devised that will utilize the talents of those teacher education members who are best prepared to work with professional laboratory experience programs. When these personnel

are competent to supervise and improve the professional laboratory experience program, ways must be devised to permit the best utilization of their talents.

Also, there is a need to change our expectations of the roles served by the college and university person. When we anticipate that this individual will "hop in" and "hop out" of the classroom situation, we are not prepared to take full advantage of what this person can give. Educators need to examine these situations and devise programs in which such service can be of a more intensive nature.

## Need for Joint In-service and Pre-service Programs

Teacher educators have long recognized the need to have more time in which to develop a professional educator. In a typical four-year higher education program, the potential secondary educator is prepared for his role by the completion of the equivalent of approximately one semester of course work in professional education and one student teaching experience. With the tremendous demands upon college and university faculties to prepare teachers for a rapidly changing world in which knowledge is forever expanding, the pressures to increase the liberal arts segment of the baccalaureate program are also tremendous.

Therefore, teacher educators must recognize that *the education of a teacher can only be started in a four-year baccalaureate program.* The in-service program must continue the process which was started on the undergraduate level, for even in those circumstances where the program is able to provide more education course work and experience than that described above, educators recognize that the professional education of a teacher is not ended with graduation. A need exists to continue the professional study of significant educational concepts that are far too numerous to be included in the four-year program as well as the educational innovations that are being developed every year.

Teacher education needs to develop programs which emphasize both the pre-service and in-service education of teachers. Recognizing this need, the State of Maryland has required all teachers to continue their professional studies and obtain an advanced professional certificate that requires a master's degree or its equivalent within ten years of initial certification. Too often, these programs present to the teacher a fragmented picture of his role and recent developments in education. A better organized program, a carefully designed program, and one which is specifically designed to prepare teacher educators in public schools, is badly needed.

## In-Service Programs for Supervisory Teachers

The institutions of higher learning represent a large reservior of talent. Much of this talent could be utilized in a better manner in assisting public school teachers in the challenge of developing and adapting better programs for boys and girls. In many instances, the profession has not made very effective use of this talent. Too often the teacher education supervisor is expected to "drop in" on the situation and see how things are going. The supervising teacher who has had several experiences supervising the student teacher normally can

handle routine tasks. More often the supervising teacher and the supervisor need to work together to develop special programs and special talents.

A supervising teacher may wish to develop a new program of elementary reading and have a need to include college and university faculty members who have expertise in reading in a discussion as to how the student teacher can be most effectively incorporated into this program. Possibly the college supervisor is not the person best prepared to give this aid whereas several of his colleagues may be.

Also, some teachers may wish to develop a new approach to the teaching of high school English, for example, and wish to confer with consultants knowledgeable about the latest developments in the field of linguistics.

These two examples demonstrate the need for educators to look carefully at the functions of public school and college and university personnel in teacher education and how to make effective use of their talents without duplicating efforts. The role to be played by the teacher education supervisor in these two examples may be to enlist the cooperation of the fellow faculty members who can best assist in meeting the needs of the supervising teacher.

### Need to Involve State Departments of Education in Teacher Education

State Department of Education personnel have traditionally been regulators of programs and have been looked upon as enforcers of standards. A more modern concept of the role of the State Department of Education emphasized its leadership function. The Maryland State Department of Education has for sometime demonstrated its sincere desire to become more actively involved in the development of new teacher education programs. In the past, active involvement has been hampered by a lack of personnel to carry out this function. State Departments have often been regarded as being somewhat outside the mainstream of creative development in new approaches in education. Not only has there been a need but also there has been a desire for State Department personnel to "come out of the State Office Building," "roll up their sleeves," and become actively involved on a day-to-day basis. This role of participation on a continuing basis is a change for teacher education personnel in the Maryland State Department of Education.

## Section Two

## FORCES CONTRIBUTING TO A CHANGE

In 1964 a special task force, headed by Dr. Howard Bosley, State Supervisor of Teacher Education in the Maryland State Department of Education, was called together to examine some basic ways of improving teacher preparation in Maryland. This group included representatives from eight institutions concerned with teacher education. Four members represented the public school systems and four represented the private and public colleges and universities in the State. The initial discussions related to the broad field of teacher education, but again and again, the considerations of the group turned toward the professional laboratory experience aspect of teacher education. The new dimensions in student

teaching which related to the application of television and related media also were of interest to the task force.

With the approval of the Maryland State Superintendent of Schools and the Assistant State Superintendent in Certification and Accreditation, the task force chairman, in September 1965, established contact with United States Office of Education personnel who were concerned with programs relating to the interests and concerns of the task force.

The task force continued to serve as an advisory group to the chairman who contacted the United States Office of Education with the hope of obtaining federal support to implement a new program in professional laboratory experiences--which became the focus of the group's concern. In October 1965, Dr. Bosley submitted a statement of intentions to the United States Office of Education which eventually resulted in the Multi-State Teacher Education Project and the Maryland M-STEP Program.[1]*

## The Multi-State Teacher Education Project

When Dr. Bosley contacted the United States Office of Education, he was encouraged to think in terms of developing an interstate compact. It was suggested that the Maryland task force contact several other state departments of education relative to forming a compact to approach a number of problems in teacher education. It was also suggested that Maryland might continue to work toward a more effective professional laboratory experience program in teacher education.

In November 1965, the task force approved a preliminary proposal for a planning grant and offered its support in the event this project might become federally funded. One month later, Florida, Michigan, South Carolina, Utah, Washington and West Virginia accepted invitations to become a part of a proposed Multi-State Teacher Education Project (M-STEP).

A planning grant was approved by the United States Office of Education in December 1965. The task force chairman, with the assistance of Dr. V. Phillips Weaver of the University of Maryland, drafted a plan for the project. Conferences were held in Baltimore during January and February of 1966 to further the development of project plans. These conferences resulted in modifications of the project application that were submitted to the United States Office of Education.

The Multi-State Teacher Education Project was approved by the United States Commissioner of Education on March 10, 1966. W. T. Boston attended the first meeting of the M-STEP Coordinating Board on April 28, 1966 and served as chairman of the Executive Committee which worked directly with Dr. Bosley who became the Project Director for the project.

During the early planning sessions, the Maryland representative expressed a strong interest in concentrating on laboratory experiences and in investigating the use of new media for the effective preparation of student teachers as

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*Footnote references can be found at the end of this section.

well as in programs of teacher in-service. The Maryland State Department of Education also expressed a desire to be in a position to coordinate teacher education resources for the benefit of teacher preparation in Maryland.

Early in March 1966, Dr. Bosley conferred with the administration of the University of Maryland about developing a program under M-STEP that would meet the teacher education needs of the state. This program, it was agreed, would seek to develop a partnership in teacher education by establishing a teacher education center under the leadership of the State Department of Education, the College of Education of the University of Maryland and one of the Maryland public school systems. In April 1966, the Montgomery County Public School System was contacted, an agreement reached and plans for the M-STEP teacher education center were soon under way.

A committee, composed of Dr. Richard Collier of the Montgomery County Schools, Dr. V. Phillips Weaver of the University of Maryland, and W. T. Boston and Dr. Howard E. Bosley of the State Department of Education, was assigned the responsibility of developing a plan for the implementation of Maryland M-STEP. The committee recommended that the Kemp Mill Elementary School in Montgomery County become the Maryland M-STEP Teacher Education Center. On May 10, 1966, the Montgomery County Board of Education with the recommendation of Dr. Homer Elseroad, Superintendent of Schools, approved the participation of that school system in the Multi-State Teacher Education Project. This partnership was made possible by the coordination of many programs which converged at the same place in the same time, on the same problem. Considerable credit is due the several leaders who recognized the benefit that could be obtained from this unique partnership which continues to have a profound impact on teacher education in Maryland.

An important consideration at the very outset was the reaction of the public school teachers to this program; therefore, it was decided that the kind of program envisioned in this partnership would be discussed with the faculty of this school. In two weeks, a meeting occurred and the active support of the faculty and principal was obtained.

Small, informal conferences were held with representatives of the Maryland State Department of Education. Existing professional resources within the State which might be beneficial to the new program were discussed. Representatives from the University of Maryland offered suggestions and guidance at all levels of planning and similar assistance was invited through the local public school administrators. These conferences established an effective means of communication and feedback to identify and isolate early problems of concern. This system of communication was achieved through the establishment of the partnership concept that was basic to the success of the program.[2]

This partnership and the processes of communication resulted in the development of five general objectives of the Maryland M-STEP program:

1. To provide a variety of experiences in student teaching which will tend to develop mature and effective professionals skilled in the use of a wider range of aids and techniques than is normally provided student teachers in a traditional student teaching experience.





2. To demonstrate that pre-service and in-service staff development can be unified in a continuing teacher education program in a teacher education center.

3. To identify and study new roles and skills for public school and college faculties in a continuing teacher education program.

4. To identify and study the role of a teacher education center coordinator, jointly appointed and employed by the school system and college.

5. To identify and study the role of the state department of education in a continuing teacher education program.[3]

The major purpose of the Maryland M-STEP Teacher Education Center was "to achieve a joint sovereignty for teacher education shared by the colleges, state departments, schools, and associations."[4]

During the life of the Teacher Education Center the financial obligations of the program were jointly assumed by the three institutions responsible for its development.

University Centers

Many of the needs in teacher education that have been previously identified were apparent to faculty members of the University of Maryland. As a result, and concurrently with the development of M-STEP, considerable attention was devoted to considering how a more effective approach to professional laboratory experiences could be developed.

Dr. James F. Collins, Coordinator of the Office of Laboratory Experiences, and Dr. Morris McClure, Assistant Dean of the College of Education who also served as a member of the State Department task force, were exploring many possibilities for a better teacher education program, including a change in the professional laboratory experience program. The Office of Laboratory Experiences conducted conferences with the Montgomery County School System and explored the possibility of a new kind of program utilizing facilities and services of that public school system.

The university not only participated in the development of the Kemp Mill Teacher Education Center, but in the fall of 1966 established four other centers.[5] The university subsequently established teacher education centers with the District of Columbia, the Prince George's County School System, the Howard County School System, the Baltimore City Public Schools, and the Anne Arundel County Public Schools. In each of these centers a full-time person, qualified to work with the teacher education program and having experience in public school work, served as the coordinator of the teacher education program.

The Teacher Education Center was designated to be "a cluster of two or three geographically contiguous elementary schools, or one or two junior high schools (or middle schools), and a senior high school,"[6] and was designed to achieve the following objectives:

- To cooperatively design, implement, and evaluate model teacher education programs.





- To integrate theory with practice, the on-campus with the off-campus and the pre-service with the in-service.
- To articulate the theoretical teacher education faculty (college) with the clinical teacher education faculty (school) in such ways that they work together in teams at the same time, in the same place in common instruction and supervisory problems.
- To bring together pre-service and in-service teacher education into one continuing program.
- To individualize professional development--for the pre-professional as well as for the practicing professionals.
- To provide a locus for (1) studying teaching and supervision, (2) training pre-service and in-service professionals, (3) integrating theory and practice, (4) planning and conducting research and (5) designing and field testing model programs.
- To develop a corps of "associates in teacher education."
- To regularly utilize educational technology, micro-teaching and cognitive and affective systems for analyzing teacher education.
- To objectively and systematically analyze what goes on in the classroom and to develop specific goal oriented strategies for teaching and supervision.[7]

By the spring of 1970, the University of Maryland maintained twelve teacher education centers involving twenty-three elementary and twelve secondary schools.

Project Mission

In 1964 certain members of the Baltimore City Public Schools were interested in developing a teacher preparation program which would have as its purpose the preparation of teachers for inner city schools. This interest eventually resulted in Project Mission, an experimental program jointly operated by three institutions of higher learning: Coppin State College, Morgan State College, and Towson State College, with the cooperation of the Baltimore City Public Schools.

The program, funded by the Ford Foundation in 1965, represented a kind of involvement for the Maryland State Department of Education different from that described in the development of the Maryland M-STEP Program. The involvement was less intensive and, in this situation, the State Supervisor of Teacher Education served as an adviser to the planners. This program necessitated deviations from the standards for teacher certification in the State of Maryland. The approval of the State Department of Education was required as the program was an exception to these standards. The nature of this program is unique and deserves some explanation.

Some of the unique features of the program as described in a letter from its Director are as follows:

1. Each intern teacher is expected to spend at least two afternoons a week in tutorial or remedial work with the pupils in his class or in community work.

2. Theory and practice are closely related. Students may discuss in their afternoon classes professional activities which they will put into practice in their teaching activities the following day.

3. Demonstrations are held weekly. Elementary school intern teachers frequently observe in the junior high school and the junior high school interns frequently observe in the elementary school. This procedure provides a kind of vertical articulation which is extremely valuable for a better understanding of the total school program.

4. Intern teachers completing the program are given preferential treatment in assignments to teaching positions. We continue working with them, after graduation, through after school meetings, demonstrations, speakers, and problems clinics.

5. Considerable time is devoted to an attempt to find better methods of reaching these deprived youngsters, curriculum content more relevant to their needs, and materials more appropriate to their learning styles. Some of the interesting ventures we have tried are:

- Inquiry training
- Paperback magazine saturation of classroom to promote greater interest in reading
- Micro-teaching
- Television recording for the evaluation and the improvement of instruction
- Use of simulated education games

6. There is a strong research program written into the proposal. Seven different research studies are currently being conducted to determine the effectiveness of the program and its impact on teacher training. In addition, ancillary research and experimentation by professors, cooperating teachers, and intern teachers is being carried on quite independently of the formal research activity.

Senior students and graduates are provided by the three colleges and these students spend full-time for one year in the program. The program of study begins in the middle of August and continues through the closing of the public school year, usually around the middle of June. Students follow the public school calendar rather than the college calendar; therefore, the time intern teachers spend in the program is considerably longer than they would spend in a year of residence at the college.

Each college also supplies the program with professors who teach courses at the city schools in which the intern teachers are doing their work. The program is a rigorous one for intern teachers as they are on duty from 8:15 A.M. until 5:00 P.M. each day and are expected to devote Saturdays to enrichment activities for their pupils.

College courses, which consume one-half the day each week for the intern teacher, are purposely designed to search for better and more effective ways of reaching the urban child. This type of emphasis differs considerably from that in typical education courses offered in colleges today.

Towson State College Centers

Facing many of the problems previously identified and having had some initial experiences with Project Mission, Towson State College sought new ways of providing effective laboratory experiences for their prospective teachers. Representatives of Towson State College and the Maryland State Department of Education engaged in a number of conversations about the Maryland M-STEP program to implement the teacher education center concept. From the very beginning, members of the Towson State College faculty took a keen interest in this program and declared their interest in developing their own version of the teacher education center.

In the spring of 1968, a "self-contained student teaching center" was established by Towson State College in the Matthew A. Henson School--a predominantly Negro school in Baltimore City. Assigned to the center were sixteen students enrolled in the Towson teacher training program. The distinguishing characteristic of this approach to teacher education was that it made it possible to combine--and closely relate--with the student teaching experience. This experiment proved so successful that five similar centers were planned for the following fall semester.

As the program developed and expanded its activities into many phases of teacher education, the name of the center was changed to a "teacher education center." As of this writing, Towson State College has ten teacher education centers in four different school districts.

Footnote References

[1]Bosley, Howard E., Teacher Education in Transition, Volume I; An Experiment in Change (Baltimore: Multi-State Teacher Education Project, 1969), p. 22.

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[5]Whittier Woods-Burning Tree, Somerset-Chevy Chase, Wheaton-Randolf-Belt, Kennedy-E. Brooke Lee.

[6]Collins, James F., "The Teacher Education Center: A Unifying Approach to Teacher Education," Educational Leadership, March 1970, pp. 544-47.

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Section Three

## A TEACHER EDUCATION CENTER PROGRAM

The development and operation of teacher education centers in Maryland has been a cooperative venture involving a number of institutions, and the programs have unique aspects that relate to the roles of the colleges, the public schools and the State Department of Education. It will be the purpose of this section to describe the program of the teacher education centers and the cooperation of the public schools and colleges. The role of the State Department of Education in these activities will be described in more detail in a later section.

The program that will be described is a composite of teacher education center activities growing out of the programs of a number of Maryland's institutions of higher learning. One of the fundamental concepts in the way the Maryland State Department of Education worked with colleges and universities and the public schools in the development of the teacher education centers has been the flexibility the Department has encouraged in the programs at the centers. The program described here, not typical of any one center, is an outgrowth of the many different approaches to the improvement of professional laboratory experiences which have been implemented by the several colleges and universities working with teacher education centers.

### Public School Participation

School systems have often viewed their roles in the development of professional staffs as being related primarily to the in-service development of the faculty. Public schools have usually regarded the preparation of beginning teachers as a responsibility of the colleges and universities. Although public schools have participated for many years in the professional laboratory experience aspect of teacher education, they have considered the leadership role in this enterprise to be that of the colleges and universities.

The teacher education center which was developed as a part of M-STEP envisioned an increased participation on the part of public schools in the pre-service program. An example of this kind of involvement occurred in the Steering Committee that included teachers, public school administrators, college personnel, and State Department of Education representatives. This committee planned the program and provided for continuous evaluation and adjustment of the center's activities. Thus, it was possible for all three agencies to participate in the planning and administering of the teacher education program at the pre-service level.

An opportunity for the public school staff to participate in the planning of the in-service program was presented when teachers, administrators, and State Department of Education personnel developed a proposal for in-service activities. This plan was discussed with college personnel, modified, and implemented as the in-service program for the teacher education center. This process made it possible for public school personnel to participate in teacher education in a meaningful way and for the in-service development of a faculty to be developed and adapted to the local needs of school building personnel.

College and University Involvement

The teacher education center provides a unique opportunity for colleges and universities to increase their participation in the in-service program of public school faculties. Traditionally, programs have been planned in isolation from the day-to-day needs of public school personnel. A more realistic approach makes it possible for in-service programs to be jointly developed.

The teacher education center coordinator who serves as the continuing representative in the center has the opportunity to assist in the in-service program in a number of ways, not the least of which is his daily opportunity to confer with faculty members. The coordinator may also call upon consultants who have expertise in various fields and are usually willing, often anxious, to become actively involved as resource people for curricular needs in the public schools.

Classroom Observation Experiences

In many instances, college students in teacher education who are engaging in observation experiences can work in the teacher education center program. During these opportunities elementary education students may read to children, assist individual children with their learning programs, or, on occasion, work with small groups of boys and girls. One of the objectives of this experience is to help the college student know what it is like to be a student teacher and to help him orient himself to the kind of program in which he will be involved as a student teacher.

These participation students may work during one semester in as many as four teacher education centers. With this kind of experience behind them, they have the opportunity to determine the kind of student teaching assignment that they believe will be most effective for them.

A Center Program in Methods Courses

Towson State College teacher education centers have the unique distinction of combining and coordinating methods courses with their other professional laboratory experience programs that are conducted in the teacher education center. This is a significant, if not unique, development and is characterized by combining the teaching of one three-hour college course in elementary language arts methods, one three-hour college course in elementary social studies methods, and student teaching, all within one teacher education center.

In this program students spend all day for one full semester in the center in methods courses and student teaching. A significant aspect of the program has been the concerted effort to individualize the methods course instruction based upon the individual needs of teacher education students.

Towson State College has attempted several approaches and is gathering information for further study. A brief description of two such approaches may be illustrative.

In one approach, student teachers spend approximately two weeks in the center at the beginning of the semester participating in methods courses having a strong emphasis upon methods of teaching reading. During this period instructio

methods are taught on an individualized basis as student teachers have a need to explore all aspects of effective instruction. This full-time experience in formal methods classes is followed by eight weeks of student teaching experiences. The students again have a week of instruction in methods to capitalize upon the experiences they have had in teaching. They then complete the final five weeks of the semester with student teaching experiences combined with conferences and small seminars on individualized instruction.

Another approach that appears worthy of presentation begins with one week of full-time exploratory experience in the classroom. This is followed by one or two weeks of formal instruction in methods and approximately six weeks in student teaching experiences that are individualized in terms of the needs of the student teachers. Following this experience the coordinator assembles the student teachers together once again for approximately one week of formal instruction in methods of teaching. The final six weeks of the semester are spent in student teaching experiences.

Having methods courses integrated into a planned program of professional laboratory experiences, including student teaching, has a number of advantages. Methods, to be truly meaningful for the student, must be of a practical nature although these must also be well founded in theory. An objective easily achieved in this kind of program is the relating of instructional theory to practice. Obviously, immediate feedback can be obtained from the student concerning the effectiveness of the instruction and the level of success both the coordinator and the student teacher are having.

One of the criticisms often heard about education methods courses is that they are impractical and repetitious. When theory is integrated with practice, the problem of impracticability no longer exists. Also, repetition in courses is eliminated because the courses are taught together and repetition occurs only when it is needed and is useful to the student teacher. A strong point for this approach is the fact that methods instruction can be individualized based upon the needs of the children. This is usually not possible in the typical college or university methods course. In the teacher education center program, the coordinator and the student teacher have the opportunity to know each other well and to build a program based upon the needs of each individual student teacher. Methods also can be individualized as communication becomes more effective through the day-to-day, face-to-face experiences afforded the coordinator and the student teacher.

The support obtained by students from their student teacher colleagues is considerable. As they work together in a center in their first experience in attempting to implement methods of instruction, much benefit is obtained from the assistance and support that comes from other members of the group. These attempts by Towson State College to interrelate methods courses and professional laboratory experiences in teacher education centers should have a significant impact upon the future of teacher education.

## The Center Program for Student Teachers

One of the distinguishing characteristics of a teacher education center is the fact that *student teachers are assigned to a center and not to a supervising teacher*. This approach places emphasis upon providing the student teacher with

a variety of experiences rather than with one supervising teacher who may become his model. A major objective of the center is to help supervising teachers develop the attitude that each member of the center faculty is able to contribute in some way to the growth of the student teacher.

The hallmark of the center program for student teachers is the design for the individualization of the student teaching experience. Under ordinary circumstances, student teaching experiences are individualized according to the talents which supervising teachers have. Usually the ordinary student teaching programs are not planned to bring about an individualization of student teaching. The most important aspect of the teacher education center program for student teachers focuses on the fact that the program is designed to individualize the experiences based upon the strengths and needs of student teachers as identified by the professional staff of the center. This approach requires a team effort in planning and implementing the various activities that the student teachers will experience.

The teacher education center coordinator assumes the role of coordinating the activities of the various people involved in this program. He plans student teacher experiences based on the needs of the student teacher. A program with this type of orientation involves teachers in a way that is much more demanding of the teacher's time and energy than in a more traditional arrangement. In this program, when a student teacher becomes competent in certain aspects of classroom instruction and the center team believes the student has learned from the experience, he is introduced to a new and different learning situation.

## Intensive Experience

A major objective of the student teaching experience has been to provide student teachers with opportunities to work with boys and girls so that student teachers may become committed to the growth of those learners. The teacher education center has this same objective. To insure that this objective will be realized, the developers of this concept originated what is known as "the intensive experience."

Intensive experiences are those activities designed to develop in the student teacher the kinds of strengths we normally expect to find in self-contained classrooms. The student teacher develops skill in meeting the needs of a particular group of learners, gains experience in adapting the curriculum to the needs of the children and assumes more and more responsibility for the instructional program. This, of course, implies that the student teacher will spend a considerable amount of time over a period of weeks working with a single group of boys and girls. One intensive experience may consume less than half of the total student teaching time, for a student may have two of these intensive experiences plus a number of other experiences during one student teaching period. Of course, the length of time will vary according to the needs of the student teacher and local circumstances.

## Extensive Experience

Another aspect of the total experience afforded the student teacher is known as "the extensive experience." Extensive experiences are designed to give each student a broader background in teaching than he would normally receive in a self-contained classroom.

It is virtually impossible to know what the prospective teacher's first regular teaching assignment in the public schools will be; therefore, a wide range of experiences are afforded to him. These extensive experiences are usually of a shorter duration than the more intensive experiences although, based on the student teacher's needs, they may be of a longer duration.

An example may be of help here. One of the important features of the teacher education center is the fact that supervising teachers are often able to develop among themselves experiences which will meet the needs of the student teacher. In one situation, the student teacher was working in an intensive situation with a third grade class. The four teachers at that grade level realized that they had different personalities, different teaching styles, different groups of children, and different programs designed to meet the needs of their children. Recognizing these many differences, the teachers were well aware that one intensive experience in the third grade would not adequately prepare the student teacher for the teaching-learning situation that might be encountered in his first regular teaching assignment. In a desire to provide the student teacher with an exposure to the many differences in these four classrooms, the teachers arranged for the student teacher to continue the intensive experience with the one supervising teacher and to spend short periods of time with each of the other teachers on that grade level. This type of planning among the center teachers enables the student teacher to have a diversified teaching experience.

## A Variety of Experiences

One of the major objectives of the teacher education center program is to provide a variety of experiences for student teachers. This approach provides the student teacher with many models of teaching that enable him to begin to select those skills and techniques that help him to develop a style of teaching consistent with his own personality and his own values.

The teaching styles of excellent teachers vary greatly and teacher educators would generally agree that all student teachers should not assume the same teaching style. Usually a young teacher experiments with various styles during the first several years of his teaching career and then, begins to develop his own way of working with boys and girls. Educators might seriously ask, "Why should we not encourage student teachers to begin this process of developing their own styles of teaching at an earlier time?"

## Individualization of the Student Teaching Experience

If educators truly believe that learners are different from each other, they must apply this concept to the development of the experiences necessary to produce a successful teacher. The concept of individual differences is a significant and fundamental concept in the teacher education center. No two student teaching experiences are identical, as the programs are arranged according to the needs of each student teacher.

This planned program of individualized student teaching is a significant strength of the teacher education center. The students who work in the center have multi-grade and multi-level experiences. They are encouraged to observe

and participate not only with the age group with which they are presently working, but also with other ages and levels. Since the act of teaching is performed in isolation with a group of learners, center educators capitalize on the opportunities that are available during student teaching for a student teacher to have as many observation experiences as possible.

Out-of-School Activities

While the major emphasis of the student teaching program is on classroom experiences that a student teacher will have with boys and girls, teacher education center students are encouraged to become involved in many more activities than just those in the classroom. They are encouraged to become active in community, school system, and college activities. They need to understand the role of the professional educator in relationship to these various institutions.

When home visits are a part of the school program, student teachers participate in this activity, so that they can gain many realistic glimpses into the life of the child. It is also possible in a teacher education center for the coordinator and the center team to arrange for the student to visit other community schools which are conducting interesting new programs in curriculum development and the like. Also, students are able to engage in the out-of-class activities of the children.

Curriculum Development

One of the significant roles of the teacher is his professional responsibility for curriculum development. The student teacher needs to participate in these activities to develop a perspective in curriculum development as well as in implementation.

By attending grade level meetings, he is able to discuss with his colleagues and supervisors the programs best designed to meet the needs of children. In a departmental meeting he can participate actively and have his ideas for curriculum change discussed and evaluated.

Readiness of Student Teachers

Students approach their first teaching experience in a center with different levels of readiness and background to work effectively with boys and girls. The assumption exists erroneously that students come to the student teaching experience with considerable background of experience in working with children. Experience has shown that most students have considerable need to work with children on a one-to-one basis and thus develop a readiness to work with children in groups.

In one instance, a student teacher who would have been a failure in a one-teacher, one-assignment situation found a program in the teacher education center that could meet her individual needs and help her to develop a background for understanding and working with children on their individual problems. Since the teacher education center is a place where students are moving from one learning experience to another, a coordinator--with the concurrence of the student teacher--can terminate an experience that is not meeting the student's need. This person can be moved to a situation which seems more appropriate for his learning level.

## Observation of Demonstration Lessons

In the large school systems of Maryland, resource personnel often are available to assist regular faculty members by giving demonstration lessons. Building principals arrange for resource personnel in the school system to assist classroom teachers in their need for support in developing their instructional programs. The center coordinator often utilizes these resource people in the student teaching program. A math resource teacher, for example, may provide a demonstration for student teachers. Obviously, one of the advantages of this type of resource is that student teachers may ask questions and discuss the presentation with the resource person. Students also call upon these resource people to assist them with their instructional programs as the time of resource personnel permit.

One of the resources available in a teacher education center is the student teacher himself. A group of student teachers in one center may work together, participate in seminars, or teach lessons for each other. A physical education student teacher, for example, may wish to demonstrate various kinds of games and skills which the elementary classroom student teacher might wish to pursue with the children. Likewise, a library science student might conduct a seminar on how to make effective use of the library.

## A Summary of Experiences

It may be useful to examine what the student teaching program in the teacher education center might be for one student teacher. The first set of experiences for the student below represents a program designed for a student needing considerable experience with boys and girls; consequently, most of the experiences represent work with individuals and small groups of children.

Mary Ann -- Intensive: Grade 4
Extensive: Grade 1
Observation: K, 1, 2, 3, 6
Library
A-V: Tape Recorder--Opaque Projector
Principal-Teacher Conferences
Field Trips--Planetarium--6th Grade

Another student, having had many previous experiences with children, was able to assume a wider variety of roles in student teaching.

Linda -- Intensive: Grade 6
Extensive: Grade 2
Observation: 2, 5, 6
Outdoor Education Program
Parent-Teacher Conferences
Music to all sixth grades
A-V: Thermofax--Overhead Projector
Administrative Offices:
Staff Development
Testing
Research
Hostess to new student teachers
Informal Reading Inventory

## The Teacher Education Center Coordinator

Two different views have developed in Marylard concerning the nature of the position of the teacher education center coordinator. It is important for the purposes of this report to describe both points of view for it will illustrate the State Department of Education's position concerning a diversity of approaches in the preparation of teachers.

Joint Appointment. The original teacher education center coordinator concept that was developed by the University of Maryland, the Montgomery County Schools, and the Maryland State Department of Education conceived of this position of leadership as crucial in the teacher education center program. The coordinator was a *joint appointee* and was selected and supported by the institutions that sponsored the teacher education center.

In a typical student teaching arrangement, the supervisor traditionally visited the schools when working with the student teacher. In the teacher education center approach, the coordinator is stationed in the center. In this arrangement, the teacher education center coordinator is available to both the center staff and student teachers, and can respond to needs as they arise.

The teacher education center coordinator can arrange conferences as they are needed with the various participants in the center and engage in frequent meaningful discussions concerning the teacher education program. This normally isn't possible in the usual student teaching circumstances. Conferences can be more meaningful because the coordinator knows the student teachers, is familiar with the program for children, and is aware of the strengths and orientation of the supervising teachers.

College Appointment. In the teacher education centers developed by Towson State College and the other colleges in the Baltimore area, the coordinator is regarded as a full-time college faculty member. In the view of those designing this program, this practice does not detract from the nature of the partnership between the participating institutions, but rather, insures that the final responsibility for the college program will remain with the college. The Towson centers have developed a program for combining the methods courses and the student teaching experience under the guidance of the teacher education center coordinator. This program provides the opportunity for the college to develop its methods courses in the real world of the classroom teacher.

From the beginning, Towson State College envisioned a close working relationship with the public schools. Dr. Walter W. Williamson, Director of Professional Laboratory Experiences, in an early proposal made this clear in the following statement:

> It is essential that a close relationship exist between the college and the public schools. It is present now but may be strengthened in the following way:
>
> 1. There should be a two-way flow of personnel between the public school and the college through demonstrating teachers assuming larger responsibilities in methods classes instruction.

2. College staff would aid in providing off-campus training for school personnel.

3. College staff would introduce new methods of instruction as a result of experimentation and research.

4. Free exchange of ideas between college and off-campus personnel may be developed through consultant services.

In-Service Experiences

The in-service development of a faculty in a teacher education center may be informal or formal. The coordinator is available to provide assistance to the individual members of the center faculty and he also arranges for workshops and other formal courses to be offered for supervising teachers in the center.

The Maryland M-STEP program assisted in the provision of two workshops for supervising teachers. During the first year, the program was entitled "The Supervision of Student Teaching." This year-long experience was designed to assist the supervising teachers in their various roles in student teaching. During the second year, a three-hour graduate course was offered tuition free on school time at the center. This course, "The Analysis of Teaching," focused upon interaction analysis, micro-teaching, simulation in teacher education and nonverbal communication. The many consultants who participated in this course related their material to the role of the supervising teacher. Teachers were enthusiastic about the usefulness of the ideas that were presented.

In other teacher education centers, faculty members have been surveyed concerning the kinds of courses which they might find useful in their work with boys and girls. Formal courses have been offered based upon the needs identified by the faculty.

One of the most important aspects of the teacher education in-service program that was provided by Maryland M-STEP was in the form of released time to enable supervising teachers to plan to confer with student teachers and center personnel, to attend national and regional conferences, to make interschool visits, and to engage in a variety of professional experiences not normally possible for public school teachers. During the second year of the Maryland M-STEP Program, one of the teachers of a center conducted a survey to determine teacher attitudes toward a list of benefits that they had received in their role as supervising teachers. Released time was rated as the item most valued by teachers.

An Important Aspect of
In-Service Development

Educators, who believe in the concept of individual differences, should also remember that teachers in a center are learners and that the program of learning for them should also be adjusted to their individual differences. One of the underlining concepts of the teacher education center is that each teacher will contribute toward the program of the center according to his talents and strengths. This, of course, does not mean that every teacher in a center is ready to be a supervising teacher, but rather that each teacher has something of value to contribute.

An example of how this functioned in one situation may be of value. A teacher with considerable experience was interested in remaining in a teacher education center, but she decided that she would not care to be a supervising teacher for student teachers. Rather, she indicated she would prefer to work with college and university juniors in the observation-participation program one-half day a week. She continued with this experience for one semester and was very successful in her performance as a guide to prospective teachers. At the end of the experience, she indicated she would like to try her hand at serving in the role of a supervising teacher. This opportunity was made available to her and she proved to be very successful in that capacity. This is an excellent example as to how programs of in-service development can be individualized.

## Section Four

## THE PROBLEMS AND CHALLENGES OF A TEACHER EDUCATION CENTER

The program of the teacher education center has progressed satisfactorily toward the solution of many of the problems identified in Section One of this report. However, a program as ambitious as this can create problems and intensify old difficulties. In this section a number of problems encountered in teacher education center programs are identified. Also, in some cases, an attempt is made to indicate the relationships of the State Department of Education and the colleges and universities in the alleviation of these difficulties.

### Human Relations

Most of the developers of the teacher education center concept agree that the single most difficult problem area in the program is in the field of human relations. The success or failure of the program often is determined by the ability of the participants, especially the coordinator, to work effectively with people. In view of the fact that so many roles are changed in the teacher education center, human relations are, at least in the beginning, often strained by the uncertainties of a new situation and the inter-relationships of the participants.

It has become clear to those who have initiated teacher education centers that certain types of persons should not be given leadership roles in the development of the centers. Some people are so inflexible and insensitive to the needs of others that they further the human relations difficulties rather than lessen them. This lack of insight and understanding of the need to have flexible and adaptable people in leadership roles is not limited to one institution alone. Examples could be cited in which the various institutions participating in teacher education centers have contributed people who never should have been involved in the development of experimental programs. Flexible persons who can adjust easily are needed in the successful implementation of the teacher education center concept.

### Communication

Closely related to the matter of human relations is communications. Human relations may be effective or poor depending upon the quality of interpersonal

communications. In the Maryland M-STEP Center, in an effort to improve communication, a coordinating committee was developed to meet regularly at the center. Its major purpose was to identify the concerns of teachers as well as the resources that could be used to further the recognized objectives. The steering committee, involving the major institutions participating in the center, serves a useful purpose in communications.

In spite of the attempt to develop a steering committee that would make face-to-face communication and decision making possible, the original plan did not include provision for teachers to be represented on the steering committee. Teachers soon made this point known and arranged to have an elected representative attend the regular meetings of the committee.

## Role Identification and Clarification

When an experimental program such as the development of the teacher education center is begun, roles, regardless of the thoroughness of the planning, are actually developed through practice and are somewhat unclear in the beginning of the program. Therefore, these roles must be clarified and tested in the real world of the school. Since the building principal was asked to give up his role as a director of the teacher education in his building, the nature of his participation was of some concern. Likewise, the teacher education center coordinator was serving in a position that was newly created, and precise role identification needed to be developed. Although the program has had considerable experience in this matter of role identification, the concept is modified somewhat by the professionals in the school where it is implemented.

## Qualifications

The matter of qualifications is closely related to role identification. A significant difference of opinion exists about the background of experience that should be expected of the person who is designated as the teacher education center coordinator. The University of Maryland has developed a preparation program designed to qualify personnel for this role. A new two-year graduate degree program should provide a corps of professional who can serve in this capacity.

## The Development of Expertise

Although a teacher education center may have a very effective in-service program designed to meet the needs of a specific group of teachers, a serious problem arises in the maintenance of a level of expertise within the faculty. This matter of continuous in-service development is of common concern to the colleges and universities involved in teacher education center programs for center faculty turnover is an annual fact of life.

Another aspect in the development of expertise relates to the need to provide college and university faculty members with experiences to update their understanding of newer approaches in education. For example, many faculty members have read about micro-teaching, but have had little real experience working with this kind of program. A serious problem arises as to how to provide these kinds of experiences for college and university personnel.

## The Lack of Centers in Sparsely Populated Areas

The teacher education center movement in Maryland has been centered primarily in the metropolitan and suburban school systems that have considerable resources for this purpose. The children of the state in sparsely populated areas have the same need for competent teachers as the children in suburban and metropolitan areas. The state has to find ways to move this exciting and successful approach to teacher education into those areas of the state where it is now not possible because of the sparseness of population. One approach advanced by the Maryland State Department of Education is the development of regional teacher education centers. These centers would work with a number of colleges and universities that could send some students to the centers in the sparsely populated area.

## Finance

A complicated, vexing problem which needs the attention of all levels of government and education is the financing of teacher education and teacher education centers. Directors of programs utilizing the teacher education center concept indicate a need for materials and equipment to carry out the various aspects of an effective center program. Also, the need for consultants is emphasized by those directors who are especially interested in improving the competence and service of both the center and the college and university faculties.

During the life of the Multi-State Teacher Education Project, the teacher education center program was funded by the Maryland State Department of Education, the University of Maryland and the Montgomery County Public School System. When the project ended, the university and the school system assumed joint financial responsibility for the program. When any of the participants are unable to assume this kind of financial support for teacher education, financial assistance should be provided from state or other sources.

## Incentives and Rewards

The teacher education center faculty is expected to contribute a high level of skill and dedication and more time and energy than that expected of the regular classroom teacher. The education profession needs to give serious thought to the development of ways to recognize this service, competence, and responsibility. The possibilities for titles, degrees, awards, recognition, services, benefits and salary adjustments have not been adequately explored in the teacher education center program.

# Section Five

# ROLE OF THE STATE DEPARTMENT OF EDUCATION

In recent years, the concept that the State Department of Education should provide the leadership for needed educational change has become more accepted throughout the nation. The purpose of this section will be to identify the various roles played by the Maryland State Department of Education in bringing about the changes described in this report.

A fundamental ingredient in leadership is the quality of personnel who are available in the Department to serve its needs as well as the needs of the institutions contemplating changes in teacher education. A significant fact, making it possible for the Maryland State Department of Education to provide service to the colleges, universities and public schools in teacher education, has been the appointment of additional personnel in recent years to enhance the function of the Division of Certification and Accreditation. The Maryland State Superintendent of Schools has taken a decisive move in the appointment of a State Consultant in Student Teaching. This action has facilitated the Department's involvement in the matters described in this report. Such high level commitment is fundamental to any real change.

A Partner in Change

During the Maryland M-STEP development of the teacher education center at the Kemp Mill Elementary School, the State Department of Education, through the State Consultant in Student Teaching, served as a partner in this enterprise. This role is somewhat unique for the State Department of Education because daily attention was needed in solving the real problems of this innovation. Also, the directorship and ultimate responsibility to the U. S. Office of Education in the M-STEP Program resided with Maryland's Assistant State Superintendent in Certification and Accreditation who served as the director of the project, and the Maryland coordinator who provided continuous service to the program.

An Adviser to Planners

Experience in the Maryland M-STEP Program provided the opportunity for the State Department of Education to develop a reservoir of experience which could be used in the development of teacher education programs contemplating the implementation of the teacher education center concept. An example of this was the kind of assistance that the State Department of Education was able to provide Towson State College as it made its first move toward implementing the teacher education center concept. The Department has been able to advise colleges and universities concerning the selection of centers, the program for student teachers, the in-service development of faculties and the financial support of teacher education centers.

This type of service has continued since the beginning of the teacher education center movement. As a result, Maryland will have approximately 50 public schools and five colleges and universities involved in this approach to teacher education in the fall of 1970.

An Arbitrator of Regulations

One of the important roles played by the State Department of Education was to encourage innovators to test their ideas in practice. This required that exceptions to rules and regulations had to be made in order that new programs could be implemented. As a matter of policy, the Department does allow some exceptions to certification requirements in its approval of teacher education programs.

An example of this approach to the encouragement of innovation is the exception the State Board of Education made for the implementation of Project Mission. This program did not meet the State certification requirements; however, the Department agreed to accept for certification purposes those teachers who had successfully completed this program. The State Department of Education had sufficient interest in seeing this new approach implemented to waive certain requirements in the certification regulations. This willingness of the Department to deviate from standard practice when it appears that educational improvement can be made by the implementation of a new idea is significant and fundamental in the process of bringing about change.

## An Encourager of Diversity

The strength of the State's program in teacher education is supported when diverse approaches to the preparation of teachers are encouraged within the State and the State Department takes a leadership role to encourage this diversity. During the development of the Maryland M-STEP Teacher Education Center Program, considerable emphasis was placed upon the concept that the teacher education center coordinator would be a joint appointee of sponsoring institutions. As had been previously emphasized, this was essential for the advancement of the concept of joint sovereignty in teacher education. However, the first college to add its name to the list of institutions implementing the teacher education center concept was especially interested in many of the aspects of the program for student teachers and supervising teachers but was interested also in developing its own approach to the role of the coordinator. The college was interested in including methods courses on a formal and individualized basis in the center program.

The State Department of Education encouraged this kind of deviation from the original plan for the college was able to identify the merit of its approach. This encouragement of diversity adds strength, not only to the development of new programs, but to the entire education process in the State.

## A Silent Partner When Programs Reach Maturity

If the State Department of Education is to serve in an effective leadership role and to become a partner for the implementation of new ideas, it must also recognize its responsibility to withdraw from active participation in those programs when the participating institutions no longer need its service and active involvement. This approach was implemented in the Maryland M-STEP Teacher Education Center. The Department was actively involved as a partner for two years. At the end of that time, it withdrew from the program that was continued by the college and the public school system with joint responsibility for continuous maintenance and improvement of the program.

## A Financier

The State Department of Education in its leadership role has a responsibility to propose the financing of teacher education programs which, from its vantage point, appear to need certain kinds of assistance. The Maryland State Department of Education, growing out of its experience with teacher education centers, has developed a proposal for a State sponsored and financed program in

student teaching which is designed to assist the student teaching program and advance the teacher education center concept in the State. This program has been developed with the assistance of the State Committee on Student Teaching which represented the colleges, universities and public schools of the State. A summary of this State plan for financial support is included as an Appendix to this report.

## A Facilitator When Change Is Needed

A fundamental role of the State Department is to encourage change. For too long the image of the State Department of Education has been one of maintaining the status quo. A new image of the State Department is emerging and its personnel are recognizing their responsibility for changing the approaches to education. For change to occur, supervisory and consultant personnel of the State Department must obtain support from the chief state school officer, his executive staff and the State Board of Education. This is fundamental. Fortunately, in the State of Maryland this kind of support has made it possible to encourage the changes described in this report.

# Section Six

## FUTURE PLANS AND EXPECTATIONS

The Maryland State Board of Education has requested funds to implement many changes in teacher education growing out of the programs in teacher education centers described in this report. These requested funds envision an expenditure of $1.3 million in the first year with an increase to $3.4 million in the fourth year.

It is anticipated that this State-sponsored program in student teaching will have a significant impact upon improving the quality of student teaching experiences and the kind of expertise teacher educators in the public schools, colleges and universities can contribute to teacher education programs. It is hoped that the program will not only be implemented but that it will expand with the years.

The State Department recognizes that these appropriations may not always be granted in the amounts needed, but its personnel are convinced that many advantages would accrue from implementing even a portion of this projected plan. If the appropriations in future years require a lengthened schedule of acquisition, the total impact of this program, although more limited than desired, would still have an important effect upon teacher education in Maryland.

This program requests $5,000 per year to implement regional and State-wide conferences on student teaching. This type of funding is essential for the State Department to make a contribution toward improving professional laboratory experience programs as well as the effectiveness of teachers, administrative and supervisory personnel, and college and university faculty members in the programs.

Growing directly out of the experience of the teacher education center movement in Maryland is a need to formalize the salary of the teacher education center coordinator. The highly successful experience of developing the teacher education center has made it apparent to the Maryland Department of Education that funds must be made available for the joint-appointee's salary.

Since school systems traditionally have not allotted funds for student teaching programs, some school systems have been reluctant to enter into the promising program because of the increase in financial obligations. Thus, State assistance will be necessary to advance the teacher education center program. According to this plan, the public school portion of the joint-appointee's salary would be provided from State funds.

Building upon the program of teacher education centers, the Maryland State Department of Education has recently proposed the development of regional teacher education centers which would include a number of colleges, universities and their students. It is anticipated that these centers would be placed in geographic areas where the population is sparse and provide student teaching experiences with boys and girls having a rural orientation. Since a number of institutions would be participating in these programs, the Maryland State Department of Education would employ the joint appointees. The total amount requested for joint-appointees in teacher education centers and regional teacher education centers for 1971-72 would be $255,000.

One of the points of disagreement that has been emphasized by the development of teacher education centers is the payment of salary differentials for supervising teachers. A serious problem has developed recently concerning the payment of stipends. In private colleges the student is required to pay a fee for the student teaching experience. This fee is exactly the payment received by the supervising teacher for his service in supervising the college student. Since the amount paid to the supervising teacher is constantly rising, a concomitant action taken by the colleges is to increase the fees for student teaching. If these fees are increased further, college directors of student teaching in private institutions fear that students will be discouraged from entering student teaching. This would, of course, result in a further reduction of Maryland's limited supply of teacher education graduates.

Some teacher educators in Maryland believe that a supervising teacher should contribute his service to his profession and receive professional services rather than personal compensation for this contribution. Others believe that the question to be considered should relate to an increased level of compensation for services.

In view of the fact that different school personnel emphasize these different points of view, the proposal of the Maryland State Department of Education is to provide support to local school districts and then permit the final choice on the utilization of funds to be a local decision. Where stipends are not given to supervising teachers, teachers should be included in the determination of policy concerning the spending of these funds for their professional services.

Although payment of stipends is recommended, funds may be used for workshops, professional travel, professional library, substitute teacher service for released time and for other professional in-service and improvement programs.

Where the supervising teachers are to receive a salary differential, the program provides that the teacher will receive an amount equivalent to the established salary differential, or approximately $300 per student teaching term.

This program also envisions support to encourage local school systems to give more attention to the administration and improvement of the student teaching program in the public schools. It has been learned from long experience that in those schools that have good administrative support for student teaching programs, both in the central office and at the school building level, the quality of teacher education programs is significantly higher than in situations where teacher education is given token assistance. $200,000 is being requested for administrative personnel and supplies for student teaching programs in the school systems for 1971-72.

Growing out of the experience in teacher education centers, Maryland has become aware of a need for in-service programs for supervising teachers and one significant aspect of the budget request relates to the development, maintenance and improvement of programs for upgrading the service of supervising teachers. More workshops need to be developed; supervising teachers should be attending professional conferences for which professional travel should be provided. Professional libraries on teacher education are needed for center personnel. Also, released time for supervising teachers has proven to be extremely valuable in those instances where it has been possible. To promote these in-service experiences for supervising teachers, the program requests $200,000 for 1971-72. Regardless of whether or not stipends are to be paid, these funds for in-service education and released time for supervising teachers are regarded as being of high priority in meeting needs.

To implement this ambitious program, the Maryland State Department of Education must increase its staff with personnel who possess the competence to work effectively with creative and innovative personnel in the public schools, colleges and universities. The addition of two staff members each year for three years is required.

To obtain State recognition and funds for the implementation and expansion of teacher education concept, the assistance of the State Superintendent of Schools and the members of the State Board of Education is required. Fortunately, for Maryland, these leaders have seen a need to give their support to this program. Their support, along with that of other influential persons in the State, holds a promise for improvements in education that can be of real significance to Maryland.

PROPOSED STATE-SPONSORED STUDENT TEACHING PROGRAM SUMMARY

| | 1971-1972 | 1972-1973 | 1973-1974 | 1974-1975 |
|---|---|---|---|---|
| I. State Department of Education Workshops and Conferences | $ 5,000 | $ 5,000 | $ 5,000 | $ 5,000 |
| II. Salary of Joint Appointees<br>24 Joint-appointees - 1971-1972<br>30 Joint-appointees - 1972-1973<br>36 Joint-appointees - 1973-1974<br>42 Joint-appointees - 1974-1975 | $255,000 | $300,000 | $ 345,000 | $ 390,000 |
| III. Salary Differential for Cooperating Teachers<br>$150 x 4000 anticipated experiences - 1971-1972<br>$200 x 4800 anticipated experiences - 1972-1973<br>$300 x 5600 anticipated experiences - 1973-1974<br>$350 x 6400 anticipated experiences - 1974-1975 | $600,000 | $960,000 | $1,680,000 | $1,240,000 |
| IV. Cost of Administering Student Teaching Programs in the Public Schools<br>$50 x 4000 anticipated experiences - 1971-1972<br>$50 x 4800 anticipated experiences - 1972-1973<br>$50 x 5600 anticipated experiences - 1973-1974<br>$50 x 6400 anticipated experiences - 1974-1975 | $200,000 | $240,000 | $ 280,000 | $ 320,000 |
| V. In-service Programs for Cooperating Teachers<br>$50 x 4000 anticipated experiences - 1971-1972<br>$50 x 4800 anticipated experiences - 1972-1973<br>$50 x 5600 anticipated experiences - 1973-1974<br>$50 x 6400 anticipated experiences - 1974-1975 | $200,000 | $240,000 | $ 280,000 | $ 320,000 |
| VI. State Department of Education Personnel<br>2 consultants - 1971-1972<br>2 additional consultants - 1972-1973<br>2 additional consultants - 1973-1974 | $ 50,000 | $100,000 | $ 150,000 | $ 150,000 |
| TOTAL | $1,310,000 | $1,845,000 | $2,740,000 | $3,425,000 |

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